

Standard Application System (SAS)

2014-2017 Texas Title I Priority Schools, Cycle 3		
Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: RECEIVED TEXAS EDUCATION AGENCY 2014 MAY 20 AM 11:17 DOCUMENT CONTROL CENTER DISTRICT GRANTS
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information**Part 1: Applicant Information**

Organization name	Vendor ID #	Mailing address line 1
Uplift Education	75-2659683	1825 Market Center Blvd., Suite 500
Mailing address line 2	City	State
	Dallas	TX
County-		ZIP Code
District #	US Congressional	75207
Campus number and name	ESC Region #	DUNS #
220816 220816002/Uplift Mighty Prep	11	179941141

Primary Contact

First name	M.I.	Last name	Title
Dionne		Davis	Grant Writer
Telephone #	Email address	FAX #	
469-621-8551	ddavis@uplifteducation.org	469-621-8545	

Secondary Contact

First name	M.I.	Last name	Title
Priscilla		Parhms	Managing Director
Telephone #	Email address	FAX #	
817-287-5121 ext. 2613	pparhms@uplifteducation.org	469-621-8545	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Ann		Stevenson	Superintendent
Telephone #	Email address	FAX #	
469-621-8528	astevenson@uplifteducation.org	469-621-8545	
Signature (blue ink preferred)		Date signed	



May 19, 2014

Only the legally responsible party may sign this application.

701-14-109-027

Schedule #1—General Information

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school <u>closure model</u>, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the <u>restart model</u>, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the <u>transformation model</u>, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (<i>e.g.</i>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Uplift Education's mission is to create and sustain public schools of excellence that empower each student to reach their highest potential in college and the global marketplace and that inspire in students a life-long love of learning, achievement, and service in order to positively change their world. Uplift Education was founded in 1996 and granted one of the first charters in Texas. In August 2014, Uplift will serve 11,300 students at 30 schools (K-12). **Uplift has two goals: (1) 100% of graduates are accepted to college and (2) 70% of Uplift alumni graduate from college within six years.** With 72% of the schools located in economically disadvantaged communities, in more cases than not, personal, emotional, and social issues prevent students from fully engaging in learning. Additionally, 29% of Uplift students have limited English language skills which prevent the rich learning possible through the International Baccalaureate (IB) framework at Uplift college preparatory schools.

Students enrolled in high poverty schools, African-American students and Hispanic students begin school with lower skills, grow less academically during the school year and lose more skills over the summer than their wealthier and European-American peers. This phenomenon is observed at each grade in the educational system (Northwest Evaluation Association (NWEA) 2006). In the initial opening school year, Assessment data, at Uplift Mighty Preparatory (priority school), indicates inconsistent academic performance with several barriers preventing students and teachers from seeing the steady and frequent gains toward goals. Teachers can be excellent; curriculum can be perfectly aligned, but current research (and the shared experience of our teachers, staff and school leaders) points to the importance of addressing the "toxic stress" students face in order to create necessary "conditions for learning" that allow for gains to be made and sustained (Barton, 2003). Research defines this "toxic stress" as originating from strong, frequent and/or prolonged adversity without adequate adult support (Harvard University).

The Uplift Education is committed to eliminating the opportunity gap through the use of specific, research based strategies. Current efforts include the following:

- The use of a TEKS-aligned curriculum with aligned assessments
- District-wide professional development and data studies that focus on the opportunity gap
- Numerous parent and community engagement activities
- Professional development on the specific needs and teaching strategies for students of poverty, English Language Learners, and Special Education students.
- Integrating a Response to Intervention (RTI) model in all classes
- Creation of a data culture within the charter and technology to support the disaggregation of data

Uplift Education Mighty Preparatory 2012-13 Texas Academic Performance Report showed 86% of the teachers were beginning teachers in 2012-13 and the campus did not meet standard for Index 2 for Reading and Math for all students, African American students, and Hispanic students. The campus also failed to meet the System Safeguards in Math, for all students, African American, Hispanic, Economically Disadvantaged, and English Language Learners. The overall campus demographics were 85.6% Economically Disadvantaged, 28.4% English Language Learners, and 74.7% At-Risk.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 220816

Amendment # (for amendments only):

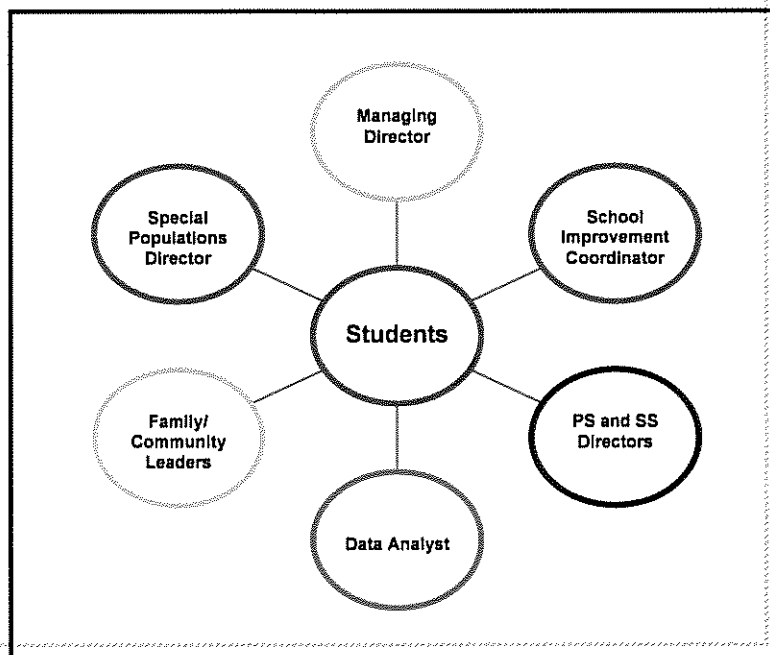
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Uplift Education believes systemic changes are necessary to remove Uplift Mighty from the list of Title I priority schools; therefore Uplift chose the Transformation Model to develop, implement, and sustain a comprehensive program to improve student academic performance, support effective and exemplar teaching and leading, and cause all stakeholders to move in the same direction on behalf of Uplift Mighty students and the school community.

In SY 2014-15, 50% of the Uplift Mighty teachers will be new and 100% of the teaching team will have less than five years of teaching experience. Uplift Mighty Preparatory is a campus in southwest Fort Worth, TX. The campus consists of grades K-3, 6-8 and the 9th grade will be added for the 2014-15 school year, as well as grade 4. The campus has been in existence for two years and was designated as a Priority school in Spring 2014. There is a director for the primary grades and a director for the secondary school.

The newly appointed Directors, the Managing Director, and central office personnel collaborated on the needs of the campus. Data points that were used included 2013 STAAR scores, formative assessments, teacher retention, climate surveys, parent surveys, discipline records, internal reviews, as well as classroom walkthroughs and teacher observations. The proposed Transformation program will add core content interventionist and tutors to work with low-performing students in tandem with teachers, academic counselors (6th-9th grades), and personal/social counselors.

Uplift Mighty School Improvement Program Team (SIPT) will collaborate and ensure the Transformation implementation is student-centered and supported by teacher development and effective instruction.



PS – Primary School
SS – Secondary School

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 220816			Amendment # (for amendments only):			
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)						
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.			Fund code: 276			
Budget Summary						
Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$3,911,566	\$0	\$3,911,566	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$64,320	\$	\$64,320	\$
Schedule #9	Supplies and Materials (6300)	6300	\$365,755	\$	\$365,755	\$
Schedule #10	Other Operating Costs (6400)	6400	\$250,000	\$	\$250,000	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$	\$0	\$
Total direct costs:			\$4,591,641	\$0	\$4,591,641	\$
% indirect costs (see note):			N/A	N/A	N/A	N/A
Grand total of budgeted costs (add all entries in each column):			\$4,591,641	\$0	*\$4,591,641	\$
Administrative Cost Calculation						
Enter the total grant amount requested:					\$4,591,641	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result.					\$229,582	
This is the maximum amount allowable for administrative costs, including indirect costs:						

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown			
Year 1	Year 2	Year 3	3-Year Total Budget Request
\$1,530,547	\$1,530,547	\$1,530,547	\$4,591,641

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 220816		Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher (3 Literacy/3 Math Coaches @ \$42,000 X 3 years)	6		\$756,000	\$
2	Educational aide (4 TA's @ \$30,000 X 3 years)	4		\$360,000	\$
3	Tutor (8 tutors @ \$12,960 each per year x 3 years)	8		\$311,040	\$
Program Management and Administration					
4	Project director (1@ \$50,000 per year X 3 years)	1		\$150,000	\$
5	Project coordinator (1 @ \$45,000 per year X 3 years)	1		\$135,000	\$
6	Teacher facilitator (1 Technology Coach @ \$50,000 x 3 yrs.)			150,000	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk (2 Data Clerks/Analyst @ \$35,000 X 3 yrs.)	2		\$210,000	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor (1 Counselor @ \$50,000 x 3 years)	1		\$150,000	\$
13	Social worker (2 Social Counselors @ \$45,000)	2		\$270,000	\$
14	Community liaison/parent coordinator (2 @ \$40,000 x 3 yrs.)	2		\$240,000	\$
Other Employee Positions					
21	ESL Coordinator (1 Coord. @ \$55,000 X 3 years)	1		\$165,000	\$
22	Special Programs Coord. (1 Coord @ \$55,000 x 3 yrs.)	1		\$165,000	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$3,062,040	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$60,000	\$
26	6119 Professional staff extra-duty pay			\$150,000	\$
27	6121 Support staff extra-duty pay			\$100,000	\$
28	6140 Employee benefits (estimated at \$16%)			\$539,526	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$849,526	\$
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$3,911,566	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

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Changes on this page have been confirmed with:

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On this date:

By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 220816

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose: Staff Retreats for PLCs, Behavior Mgt.	\$24,000	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$24,000	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	Professional Development (SPED, Classroom management, Lesson Plan delivery—not to exceed \$10,000 per vendor)	<input type="checkbox"/>	\$55,000	\$
2	Printing,/Marketing contracts—contracts not to exceed \$10,000 per vendor	<input type="checkbox"/>	\$15,000	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$70,000	\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided			Grant Amount Budgeted
			Pre-Award
1	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:			\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-district number or vendor ID: 220816

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Margaret Kilgo Training		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Data Analysis & Disaggregation			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:		\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs			\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$45,000	\$	
3	Specify topic/purpose/service: Capturing Kids Hearts		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$35,000	\$	
4	Specify topic/purpose/service: True Spark		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Character Education			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:		\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$11,000	\$	
5	Specify topic/purpose/service: Lead Forward Training		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: STAAR preparation- Teacher PD			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$12,000	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-district number or vendor ID: 220816		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service: Robert Marzano		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: PLC training		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$25,000	\$
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
			Pre-Award
	Contractor's payroll costs:	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$128,000	\$
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$24,000	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$70,000	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$128,000	\$
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$
(Sum of lines a, b, c, and d) 3-Year Grand total		\$222,000	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-district number or vendor ID: 220816				Amendment number (for amendments only):			
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	1	Computers	Individualized instruction for K-2 students	225	\$399	\$89,755	\$
	2	Chromebook computers	Individualized instruction for grades 3-11	600	\$325	\$195,000	
	3	Digital Cameras	Recording Teachers for Feedback/Coaching/Modeling	12	\$500	6,000	
	4	Digital Whiteboard	Creating more engaging lessons	5	5,000	25,000	
	5				\$		
6399	Technology software—Not capitalized					\$50,000	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$365,755	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-district number or vendor ID: 220816		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$100,000	\$
	Specify purpose: Training/Conferences, include: SIOP, Association for School Curriculum Development, and TESOL		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	150,000	\$
	Specify purpose: Road to College; Experiential learning, and bus transportation		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$150,000	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$100,000	\$
3-Year Grand total:		\$250,000	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-district number or vendor ID: 220816

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
3-Year Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			723 (SY 2015 projection)	
Category	Number	Percentage	Category	Percentage
African American	DNA	DNA %	Attendance rate	DNA. %
Hispanic	DNA	DNA %	Annual dropout rate (Gr 9-12)	DNA. %
White	DNA	DNA %	Annual graduation rate (Gr 9-12)	DNA. %
Asian	DNA	DNA %	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	DNA %
Economically disadvantaged	DNA	DNA %	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	DNA %
Limited English proficient (LEP)	DNA	DNA %	Students taking the ACT and/or SAT	DNA. %
Disciplinary placements	DNA	DNA %	Average SAT score (number value, not a percentage)	DNA.
			Average ACT score (number value, not a percentage)	DNA.

Comments

Even though Uplift Mighty Preparatory will serve more student, demographic percentages will have minimal changes from SY 2014 (data source – PEIMS).

African American	187	33.82%
Hispanic	351	63.47%
White	15	2.71%
Asian	0	0.00%
Economically disadvantaged	476	86.08%
Limited English proficient (LEP)	186	33.63%
Disciplinary placements	0	0.00%

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	6	19%	No degree	0	0%
Hispanic	6	19%	Bachelor's degree	32	100%
White	17	53%	Master's degree	5	16%
Asian	3	9%	Doctorate	0	0%
1-5 years exp.	32	100%	Avg. salary, 1-5 years exp.	\$44,220.98	N/A
6-10 years exp.	0	0%	Avg. salary, 6-10 years exp.	n/a	N/A
11-20 years exp.	0	0%	Avg. salary, 11-20 years exp.	n/a	N/A
Over 20 years exp.	0	0%	Avg. salary, over 20 years exp.	n/a	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school		69	69	69	69	69	0	108	108	108	54				723
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:		69	69	69	69	69	0	108	108	108	54				723

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school		4	3	3	5	0	0	6	6	5	0	0	0	0	32
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:		4	3	3	5	0	0	6	6	5	0	0	0	0	32

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Schedule #13—Needs Assessment

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Managing Director (District), Chief Academic Officer, and CEO have used the following evidence to discern the need for replacing several teachers and school leaders at Uplift Mighty. The needs identification and prioritization process was driven by the following feedback sources: teacher and parent surveys, MAP, CFA, and STAAR/EOC assessment results, observation data, and Internal School Review.

Teacher Observation and Survey results indicated the need for focused and effective professional development and for school leaders to honor scheduled time for staff development. New teachers were overwhelmed and would benefit from mentoring and instructional coaching.

Student Assessment Results demonstrated a need for core content teachers to learn how to shelter instruction to build purposeful lesson that address the learning needs of ELL students. Teachers must learn how to differentiate and personalize learning to reach the learning needs of all students in the class. Students scoring below grade level in reading and math would benefit from reading intervention and after-school tutoring. At Uplift Mighty, MAP assessments, in particular, shown minor gains in reading and math in one test cycle only to become a loss in the next.

Internal School Review (ISR) process is held one day each semester and led by a cross-functional team of internal and external representatives to provide immediate feedback during the school year. Uplift Mighty has had four ISRs since the school opened and used the results to implement corrective actions to improve instruction, student academic performance, and school culture. Details are outlined in the tables below:

Internal School Review - SY 2012-13

Focus Areas of Improvement	Action Principles
School culture and climate	<ul style="list-style-type: none"> - Leadership team track and review attendance, behavior (suspensions and referrals), and course failure trends - Create intervention and plans for Tier II and Tier III students - Revise consequences and responses to student poor choices and train teachers to utilize
Student and school performance	<ul style="list-style-type: none"> - Establish and communicate a strong commitment to evidence-based decision making - Identify and monitor indicators aligned with campus goals - Guide and support teachers to use data to help student reach learning goals - Ensure school-level and student data are incorporated in district data management system planning and implementation
Reading and reading intervention	<ul style="list-style-type: none"> - Establish school-wide practices for enhancing reading for understanding within all content area - Teach word-meaning strategies within content area classes - Activate and build appropriate background knowledge for understanding text content - Teach students to use reading comprehension strategies - Guide student during text-related oral and written activities to support interpretation, analysis, and summary - Maximize opportunities for students to read and connect a range of texts - Organize students into collaborative groups for reading tasks - Discontinue activities not linked to student outcomes

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Internal School Review - SY 2013-14

Areas of Focus	Actions	Results
Teacher / Leader Observations and Feedback	Increase the number of teacher and leader observations using the <i>iShine</i> observation tool, even if the observation was part of a class period	Consistent, selective and timely observations and results entered into <i>iShine</i> ; Deans updated on the number of teacher observation occurrences.
Professional Development (PD)	Narrow the focus of PD topics and provide work time for action items for teachers	Differentiated PD based on three strands: <i>Classroom Management, Lesson Plan Design, and Using Data to Drive Instruction</i> ; Provided work time for teachers; Clarified expectations and deliverables for reading and writing
Lesson Planning	Revisit the lesson plan (LP) feedback cycle to see what would work best for teachers and be consistent in when LP feedback is being given; provide feedback prior to the weekend	Rescheduled teacher feedback; Limited the number of action steps; Created an exemplar plan to give to teachers
Data Driven Intervention	Restructure the intervention block; keep in mind the number of students in each class and the skill sets of the teachers	Adjusted teachers support and plan for student intervention; Whole-group instruction planned by Reading and Math teachers; Instruction delivered by content teachers in small group pull out during Intervention based on student MAP scores

After reviewing both ISR, Uplift Education believes with the student at the center, major stakeholders (teachers, parents (families), leaders, and community) must be engaged and equipped to meet the academic and personal/social needs of Uplift Mighty students to ensure students benefit from deep learning possible with personalizing and blending learning within the International Baccalaureate (IB) framework. Therefore, the transformation plan creates a system driven by the seven critical success factors which will allow Uplift Mighty Prep sustain improved academic progress beyond the fund period.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Staff Quality, Recruitment, Retention. In August 2014, 50% of the teachers will be new to Uplift and remaining faculty average three years of teaching experience. Differentiate professional development and increase instructional observations focusing on: <i>Classroom Management, Lesson Plan Design, and Using Data to Drive Instruction</i>	<ul style="list-style-type: none"> • All teachers participate in baseline and campus Teacher Training in July; Each month, early release Wednesday training allow for group and independent training facilitated by content teacher leaders (CTLs) or Web-based training • Conduct scheduled and spot instructional observations of teachers and school leaders
2.	School Culture and Climate (a) Re-engage and promote a "can-do" school culture which focuses on a shared mission on academic achievement and enabling students to succeed (b) Create a school culture of mutual support between all stakeholders to include: students, teachers, parents, deans, and directors (primary and secondary) (c) Engage campus in efforts to school attendance, positive behavior, and student effort	<ul style="list-style-type: none"> • Schedule common planning periods by grade and/or content level with a focus purpose, process, and outcomes; Communicate campus roles and responsibilities to entire campus team - faculty, counselors, leaders, and non-instructional staff (a) • Create a monthly campus blog for teachers and students to share best practices, current school events, and "shout-outs"; Administer surveys to stakeholders at least twice during the school year: November and April to support continues improvement process (b) • Include students in promoting importance of attendance, positive behavior and effort in different ways; Meet with stakeholders to discuss and resolve suspension and behavior trends; Hire two personal/social counselors to support primary and secondary schools (c)
3.	Student Achievement (a) Re-establish and communicate a strong commitment to evidence-based decision making (b) Guide faculty and school leaders to use individual class and campus attendance, CFA, MAP and STAAR data and targets to facilitate differentiated unit/lesson planning	<ul style="list-style-type: none"> • Create a data team to include: Math and Reading content teacher leaders, dean of instruction, and academic counselor • Use observation results to monitor teachers use of data to personalize/differentiate lessons, particularly to reach low performers; Schedule quarterly meetings to discuss MAP and CFA results, prioritize and follow-up on actions
4.	Literacy (a) Train content area teachers on Sheltered Instruction Observation Protocol as a model for address ELPS (b) Train teachers to use interim reading assessments to monitor student progress and to intervene if a student is not progressing	<ul style="list-style-type: none"> • Identify and communicate best practices in teaching reading/reading interventions across content areas • Provide training and continued practice opportunities for teachers in SIOP model for differentiating lessons • Determine a plan for all ELA teachers to be ESL certified • Identify training for teaching academic vocabulary; Use reading instructional coaches, interventionists and/or reading teacher leaders to model or co-teach as teacher intervention
5.	Family and Community Involvement Develop a culture of support from families and community organizations to offer wrap-around services to address student barriers to learning	<ul style="list-style-type: none"> • Hire a Strategic Community Partnerships Coordinator to develop a plan for identifying community partners, developing an agreement to support school community, and evaluating partnership effectiveness.

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Campus School Improvement Coordinator	Campus School Improvement Coordinator (CSIC) has expertise in planning, implementing, and managing improvement efforts at the campus and/or LEA level; Extensive knowledge of data analysis and process monitoring; at least five years of grant/project management experience; and three years in school leadership with a Master's level degree in Educational Leadership or Business Administration.
2.	Managing (District) Director	Priscilla Parhms has a M.A. in Educational Administration and 25 years of experience in teaching and education leadership in urban schools. Manages Uplift International Summit District. Implements Uplift vision for schools by developing district strategic plans; Work directly with school directors (principals) and operation managers to ensure compliance with State and Uplift Education policy and requirements. Reports to Uplift CEO and Board.
3.	Primary School (PS) Director	April Sandolph will be the new PS director leader at Uplift Mighty. Ms. Sandolph is an experienced teacher, curriculum specialist, academic data analyst, instructional coach, and staff developer. She received a B.A. in Political Science and Philosophy and completing a Master's in Educational Leadership with Urban School Specialization from Simmons School of Education & Human Development - Southern Methodist University.
4.	Secondary School (MS) Director	Anson Jackson will be the new MS director and holds a B.S. in Discrete Mathematics. Mr. Jackson has over 11 years of experience in teaching and as an interventionist in math and Algebra 1. He holds a M.A. in Educational Leadership and Policy and will transfer as Dean of Instruction from Uplift Summit International Preparatory to lead Uplift Mighty.
5.	Strategic Community Partnerships Coordinator	Bachelor's degree (B. A. / B.S.) from four-year college or university required. Minimum 3 years' experience working with children and/or adults in a nonprofit social service or community development organization. Demonstrated leadership ability and experience in strategic planning, assessment and project management. Excellent verbal and written communication skills. Ability to keep accurate records, analyze data, and prepare reports. Exceptional organizational, communication and interpersonal skills. Motivated and entrepreneurial with ability to act as liaison and connector among various stakeholders, organizing around common goal.
6.	Campus Data Analyst	Bachelor's Degree – applicable major preferred (Mathematics, Statistics, Management Information Systems, Computer Science, Business Management, Project Management, Process Engineering); 3+ years professional experience; Understanding of customer service and customer support experience; Experience delivering adult instruction; Expectations to learn new skills and acquire relevant industry certifications; Experience in education and data management.
7.	Special Populations Director	Dr. Marilyn Wright supervises all aspects of Special Populations for Uplift Education including Response to Intervention, Special Education, Section 504, and Personal/Social Counselors. She has more than 30 years of experience in providing program design, program implementation, technical assistance and professional development for Special Populations.
	Technology Coach	Bachelor's degree (B. A. / B.S.) from four-year college or university required; Texas teachers certification in one content area and technology applications; At least three years of teaching experience (primary or secondary).
	ESL Coordinator	Bachelor's degree (B. A. / B.S.) from four-year college or university required; At least four years as a certified classroom teacher, with an ESL certification; Experience teaching with ELPS and a sheltered instruction model; Content teacher leader in Reading and/or English Language Arts preferred.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

External providers working alongside Uplift Education must first demonstrate a care about the future of children in the Uplift Mighty community. The provider's mission, goals, programs, and results will be key indicators of successful service to children, families and/or the southwest Fort Worth community.

Selection Process will be led by the Campus School Improvement Coordinator (CSIC) who will:

1. Identify a cross-section of campus stakeholders (limit 5) to participate on the external provider review team
2. Develop a rubric for screening and selecting an external provider
3. Gather provider's capacity-to-serve documentation which will include: proof of non-profit status (if applicable), at least two years of audit and financial reports, client eligibility requirements, two letters of support from current schools/organizations working with the provider, and a letter to partner with Uplift outlining the service programs.
4. Each member of the review team will approve or request a meeting to discussion. After consensus discussion, an 'up or down' vote will be taken. The team must be prepared to offer a recommendation for replacement provider who meets the criteria.
5. If selected, an agreement must be drafted and approved by the Managing District Director.
6. An MOU or contract is signed by Chief Executive Officers from the provider and Uplift Education.

The CEO or Chief Administrative Officer can sign on behalf of Uplift ensure expedite approval.

List of External Providers targeted for the Uplift Mighty Improvement Program. Today, the Uplift Education school network work successfully with the following partners:

- ACH Child and Family Services (Uplift Mighty and Uplift Meridian in Fort Worth)
- George W. Bush Middle School Matters Institute
- Reasoning Mind
- Project Lead the Way
- Boys and Girls Club (after-school and Saturday programming)
- Big Thought/Thriving Minds (Summer Arts Program)
- Margaret Kilgo Consulting (Scope & Sequence workshops focused on core subjects)
- International Baccalaureate Organization
- Just Ask Publications
- Learning Forward
- Momentous Institute (formerly Salesmanship Club) for long-term therapeutic counseling and continued professional development for personal/social counselors

The CSIC will review current Uplift partnerships based on student needs and interests which will include Capturing Kid's Heart (Flippin Group) and Just Say Yes! (Youth Equipped to Succeed non-profit) with focus on character building and anti-bullying messages.

Participants working with and being served by an external provider will be asked to complete a survey at the end of the term on the quality of service and to determine the providers list for next year.

Periodic evaluation of services received by the provider will be conducted as part of Uplift Mighty's continuous improvement process. Uplift Mighty will request feedback from the external provider to strengthen effective programming for students (families).

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Schedule #14—Management Plan (cont.)

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Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Measuring Academic Performance

Overall, Uplift Education has developed a systematic approach to outline clear expectations for educators and then provide regular, meaningful evaluation and feedback on performance against those expectations. Uplift Education's goal is to move every student to meet their individual growth goals as assigned by NWEA Measures of Academic Progress (MAP). To monitor progress toward this goal, all Uplift Education campuses follow a rigorous schedule of assessments which include ESL assessments (pre and post), MAP (administered August, January and April), Common Formative Assessments (CFA) three times during school year, end of year Texas-required STAAR and End of Course, and ACT/SAT menu of assessments (beginning in 9th grade). Results from assessments inform instruction and guides grade and content unit/lesson planning. Results are uploaded to Uplift Education's *iShine* data portal and warehouse system, and dashboards are monitored by teachers and directors (principals). Student assessment result dashboards are reported to the Education executive team and Board of Directors.

Teacher Observations

In addition to student assessments, teachers are observed by instructional coaches and directors at least four times during the school year. Observation data is available immediately on *iShine*. After each CFA assessment, Uplift Education's leaders and teachers participate in Collaborative Days across schools and core content areas to review and reflect on results, identify best practices and share ideas for improving student results. Uplift Education has always conducted teacher and leader observations. Last year, observation forms were placed on the *iShine* system to report results immediately to teachers, directors, the CEO, and Chief Academic Officer. This information will be used to identify how teachers are handling disruptive students and create opportunities for counseling staff to coach an individual teacher on how to manage poor student behavior.

Personal/Social Outcome Monitoring

The Personal/Social Counseling Coordinator and team will monitor and report at the end of the month and school year the average number of referrals for disciplinary reasons at Uplift Mighty. Results will be reported to the school directors and the executive team for review and will include a summary narrative with the types of interventions and action steps. The school leadership team will also monitor attendance and disciplinary data to frequency and trends for intervention.

Focused Feedback

Uplift Mighty will use several feedback mechanisms to include surveys, focus groups, and town halls. The leadership team will respond to unsatisfactory trends and comments within 30 days with follow-up/action steps toward resolution and then communicate with stakeholders via website, email, parent portal, bulletin board, meetings, and/or *iShine* (*Uplift intranet SharePoint and data portal*).

Internal School Review (fall and spring)

An ISR team will spend a full day at Uplift Mighty observing and interviewing teachers, leaders, students, and families, reviewing assessment results, school culture/climate, meeting with community leaders, and reviewing campus fiscal and programmatic documentation. After the review, a verbal report will be given and followed by an detailed report within 30 days of the review. Uplift Mighty leaders will respond to the report. Both report and response will to all key stakeholders.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Similar Ongoing/Existing Efforts

Historically, the district has provided support to campuses which resulted in closing achievement gaps. District support included unit and lesson plan development support, instructional coaching, ELPS training, and access to shared instructional resources via *iShine* (SharePoint intranet system). For Uplift Mighty in particular, trained teachers and leaders and academic rigor must be equally matched with consistent attention to meeting the personal/social needs of students.

Maximize Effectiveness of Funding

Uplift Education Central Management Office will be flexible and support Uplift Mighty during this transformation, not limited to the following areas to ensure stakeholders succeed in turning around the school and sustaining success.

Professional Development

Uplift Education will use the "train the trainer" model for reaching teachers and leaders with research and evidence-based professional development having positive impact in schools.

Therapeutic/Long-Term Counseling Resources

Quality external counseling services for student/family referrals will be maintained during the school years. Memorandum of agreements will be executed to ensure continuum of care after referrals.

Learning Management System

Uplift Education is committed to using personalized blended learning model for differentiation. In SY 2015, Uplift will provide Uplift Mighty teachers training on Blackboard Learn™ as our Learning Management System (LMS) for creating a personalized blended learning class and monitoring student progress toward their individual goals. In addition, electronic educational applications system, such as Math ST and Achieve 3000 will allow teacher to monitor self-directed and independent learning time in and outside of the class.

Best Practices

Uplift Mighty project team will have access to effective and exemplar teachers as mentors and trainers of evidence-based methodology and best practices for reaching ELL and low performing students, while challenging high-performing students.

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Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

TTIPS Funding Sustainability Plan

Over the funding period, Uplift will be deliberate in grant and donor requests for funding to maintain the major components of the Uplift Mighty school improvement program having the most impact on the four major areas to sustain improvements in academic performance, effective teaching, community partnerships, and family engagement.

Donor Cultivation and Follow-up

- Individual and small group tours
- Research and data to support goals and target/actual outcomes
- Write and submit letters of support/inquiry and grants
- Keep past, current, and potential donors informed; ask for specific support
- Report on cash and in-kind contributions to school

Public/Private Grants

- Develop a grant plan and schedule for submission
- Submit grant proposals to address macro and micro school sustainability needs, such as computer replacement cost/upgrades, STEM instruction/projects, instructional applications, or professional development
- Request scoring and reviewers comments to improve the process

Stewardship/Transparency

- Submit reports on-time which may include narrative, audit and financial reporting
- Report on cash and in-kind impact to the school
- Encourage school site visits with select meetings with teachers and leaders
- Encourage attendance to Uplift Education - Fort Worth Board Meeting and general meeting

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Schedule #15—Project Evaluation

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	NWEA Measures Academic Progress (MAP)	1.	By May 2017, 70% of each grade level cohort will meet their individual growth targets as measured by MAP
	STAAR / End of Course	2.	By May 2017, 80% of students will pass STAAR or End of Course test
	For ELL students IPT (K-4) TELPAS (6-7)	3.	By May 2017, 75% of ELL students will grow one level in language proficiency as measured by an oral language proficiency test (IPT) and TELPAS.
2.	Internal School Review	1.	By May 2017, Uplift Mighty will score effective or exemplar rating in academic performance, teacher/leader effectiveness, family/community partnerships, and data-driven intervention.
		2.	
		3.	
3.	Teacher / Leaders performance	1.	By May 2017, Uplift Mighty teachers and leaders will average 4.5 across observation metrics
		2.	During the funding period, 70% of proficient and exemplar teachers will remain for the subsequent school year.
		3.	
4.	Annual Student, Family, and Teacher Surveys	1.	75% of teachers believe school improvement program is having a positive impact on school culture, climate and learning
		2.	75% of students respond satisfactory or better on school culture, climate, and learning
		3.	75% of families respond satisfactory or better on improved communication and access to teachers, counselors and leaders when needed.
5.	Annual Community Partnership Survey	1.	75% of community partners believe partnership with Uplift is helping students and seek to extend partnership in the next school year.
		2.	
		3.	

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Uplift Mighty Transformation Project Team will have the authority to make decisions based on what is best for the school campus and community, so that students accomplish targeted academic outcomes. The school leaders will monitor and maintain the following:

Programmatic Data will include:

- Detailed School Improvement Implementation Plan
- Assessment tools and results
- Unit and lesson plans (templates and adapted)
- Student portfolios and projects
- Electronic instructional application results (aggregated/disaggregated)
- Learning Management System reports
- Teacher/Leader observation results/reporting
- Stakeholder surveys and results
- Intervention reports
- Fiscal reports (monthly and end of year)

Student Academic Performance. Assessments will be administered based on the following schedule:

- NWEA MAP (administered August, January and April)
- Common Formative Assessments (CFA) at least three times during school year
- State-required STAA/End of Course (May)

The CFA and MAP disaggregated results are available immediately to teachers and leaders. Assessment results (including daily exit tickets) allow teachers to immediately adapt lesson plans to differentiate/personalize instruction for low-performing students, use a blended instruction model to allow for small group and project-based instruction.

Academic results will be collected and reported on Uplift's *iShine* system for reporting achievement results. The PEIMS system will be used to collect and report demographic and attendance data. Dashboards are generated to report academic outcomes across subject areas with focus on core subjects to educators (teachers and school leaders) and the executive team.

Teacher/Leader Observation/Performance Reviews

Teachers will be observed by instructional coaches and school leaders. New teachers will receive at least four full observations during the school year and at least three 'spot' observations. The Managing Director and/or CEO or Chief Academic Officer (CAO) will observe school directors and deans. Observations are completed online in the *iShine* system; therefore, results are available for review and reflection immediately. Action steps are documented in the system. Dashboards for school leaders and executives allow for a snapshot on all primary and secondary school teacher metrics reporting.

A rubric will be created by the school improvement team for evaluation Strategic Community Partnerships. The evaluation process will include relevant stakeholders using the service. In addition, the quality and timeliness of reporting along with program effectiveness as measured by targeted outcomes.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Improve student achievement in reading, math, social studies, and science	08/14	06/17
			B. Offer Student Field Trips to enhance Project Based Learning	08/14	06/17
			C. School leadership conduct classroom walkthroughs and provide timely feedback to teachers	08/14	06/17
			D. Develop personalized blended learning units and lesson plan templates across core subjects to guide teachers	06/14	10/14
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Create a data culture on the campus centered on data driven decision making	07/14	06/17
			B. Train teachers, students and parents to understand assessment results to monitor goals and create learning plans	07/14	10/14
			C. Use MAP, CFA, and exit ticket data/results to differentiate lesson to meet the academic needs of students	09/14	06/17
			D. Develop vertical alignment teams to ensure a logical progression in content	09/14	06/17
			E. Develop a campus plan for implementation of writing strategies	07/14	09/14

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Hire a Data Analyst	06/14	08/14
			B. Have the Data Analyst work with the network data specialist to be able to cut data scores to meet the needs of the school administrators	08/14	06/17
			C. Provide professional development to teachers regarding disaggregation of data and data analysis	08/14	06/17
			D. Provide professional development and Implement Professional Learning Communities	08/14	06/17
			E. Provide professional development on Response to Intervention model	08/14	06/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Teachers and leaders attend professional development on data disaggregation	08/14	06/17
			B. Host data disaggregation sessions after school and July Teacher Training	08/14	06/17
			C. Discuss student data at each School Improvement meetings	08/14	06/17
			D. Identify technology integration and enhancements to release dashboards real-time	09/14	12/14
			E Share data with community, parents and students	09/14	06/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	April Sandolph – PS Director Anson Jackson – MS Director	06/14	06/17
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Hold a Leadership Task Force Meetings to identify student growth	09/14	06/17
			B. Hire an Operations Manager to oversee the grant requirements	08/14	06/17
			C. Send Leadership to PLC training and implement PLC's in campus planning and meeting structures.	06/14	06/17
			D. Conduct a Leadership retreat once each year	06/14	06/17
			E. Identify Teacher Leaders for the campus and provide opportunities for developing capacity on the campus	06/14	06/17
			F.		
			G. Provide a plan for consolidation of campus funding	08/14	12/14
			H.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Managing Director conduct scheduled and spot school leader observations	08/14	06/17
			B. Use <i>Reward Excellence</i> performance system for teacher school leader review end of year reviews	08/14	06/17
			C. Provide differentiated PD for school leaders at Uplift Mighty to improve performance	08/14	06/17
			D. Remove ineffective leaders	08/14	06/17
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. School leaders participate in hiring teachers, counselors, and non-instructional staff	08/14	06/17
			B. Evaluation of leaders linked to teacher observation and development	08/14	06/17
			C. School leadership provides and support internal and external training opportunities focused on effective and exemplar instruction and student support.	08/14	06/17
			D. Provide a plan for consolidation of funding		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	<i>Redesigned School Calendar</i>	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Expand library hours after school and Saturday	08/14	06/17
			B. After school activities for student projects or accessing on-line tutorials	08/14	06/17
			C. Road to College meetings and activities (6-9) graders and/or families	09/14	06/17
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Expand tutoring program after school and Saturday	08/14	06/17
			B. Create a resource center with technology (computers and access to web-based instruction)	08/14	06/17
			C. Hire after school and Saturday school tutors from the local colleges and universities.	08/14	06/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Provide six week summer extended year classes for low-achieving students	08/14	06/17
			B. Provide Saturday school as needed to reach students in need of extra assistance	08/14	06/17
			C. Partner with Big Thought for summer arts and academic integration program	06/15	06/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Host schedule all staff, content teacher leader meeting before/after school	08/14	06/17
			B. Provide professional development for PLCs	08/14	06/17
			C. Provide opportunities for ½ day meetings	08/14	06/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	1. Provide ongoing mechanisms for family engagement	A. Identify parent leaders to lead the VIP program and recruit parents (families) to participate in VIP	08/14	06/17
			B. Offer practical incentives for encouraging family involvement	08/14	06/17
			C. Teach intro to computer and understanding student data at Parent University classes	09/14	06/17
			D. Hire a full time parent liaison to assist with parent education programs	11/14	03/17
			E. Administer parent survey in February to address feedback during March town hall	02/15	03/17
		2. Provide ongoing mechanisms for community engagement	A. Create a model for Strategic Community Partnership	08/14	09/14
			B. Develop a process for connecting students (families) to address social service and basic needs	08/14	09/14
			C. Sustain and build out partnerships with community organizations	08/14	06/17
			D. Form a school-based coalition to increase capacity – school leader, deans, key community leaders	08/14	05/17
			E. Purpose Built Partnership – Texas Wesleyan, ACH	08/14	06/17

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	<i>Improve School Climate</i>	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Implement student character building curriculum	08/14	06/17
			B. Implement Capturing Kids Hearts model in PS/MS/HS	08/14	12/14
			C. Institute a mentorship program including a "buddy" program between MS and PS	08/14	12/14
			D. Institute a program to increase awareness and prevention of bullying	08/14	12/14
			E. Hire an additional school counselor	08/14	09/14

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	<p>1. Use rigorous, transparent, and equitable evaluation systems for teachers that</p> <p>Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement</p> <p>Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</p>	A. Conduct focus groups and discussions with campus staff to collect ideas for an appraisal system unique to Mighty.	10/14	06/17
			B. Research/collect information about appraisal/rewards systems appropriate for teachers/administrators working with students of poverty.	08/14	12/14
			C. Hire two ESL Coordinators to develop a framework for the appraisal system and a plan for staff development in sheltered instruction	06/14	08/14
			D. Implement vocabulary strategies such as the Frayer Model and Marzano	08/14	06/17
			E. Implement writing strategies such as Thinking Maps and Writer's Workshop .	08/14	06/17
			F. Engage staff in reviewing strategies included in current team plans for evidence of rigorous interactive strategies	08/14	06/17
			G.		
			H.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Develop/implement publicity strategies, documents and process for advertising for and selecting teachers to fill vacated positions	08/14	06/17
			B. Provide a school wide bonus for all teachers and administrators based on school wide improvement	08/14	06/17
			C. Provide a school wide bonus for all teachers and administrators based on school wide improvement	08/14	06/17
			D. Provide incentive bonus to retain teachers on campus	08/14	06/17
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school	A. Provide ongoing, job-embedded professional development to the staff on Lesson cycle, Positive Behavior Supports, inclusion methods, differentiated instruction, Response to Intervention	08/14	06/17
			B. Provide Special Education Training for teachers, such as IEP by Jim Gonzales each school year	08/14	06/17
			C. Increase PD by attending educational conferences focus on core subjects	08/14	06/17
			D. Provide PD on instructional techniques, such as Positive Behavior Supports, inclusion methods, differentiated instruction, Response to Intervention	08/14	06/17
			E. Work with Teach for America to hire teacher for campus	08/14	06/17

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		reform strategies.	F. Hire a teacher mentor for new (yrs 1-3) teachers		
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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Provide additional mentoring for new (yrs 1-3) teachers	08/14	06/17
			B. Train teachers on observation and evaluation tools	08/14	06/17
			C. Provide incentive bonus to retain effective/exemplar teachers	08/14	06/17
			D. Provide a school wide bonus for all teachers and leaders based on school improvement	08/14	06/17

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Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal.	<i>Provide name and date of hire for principal or date of anticipated replacement:</i>		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	<i>Redesigned School Calendar</i>	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	<i>Improve School Climate</i>	Provide appropriate social-emotional services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A.		
			B.		
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grade it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	A.		
		B.		
		C.		
		D.		
		E.		

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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		
		C.		
		D.		
		E.		

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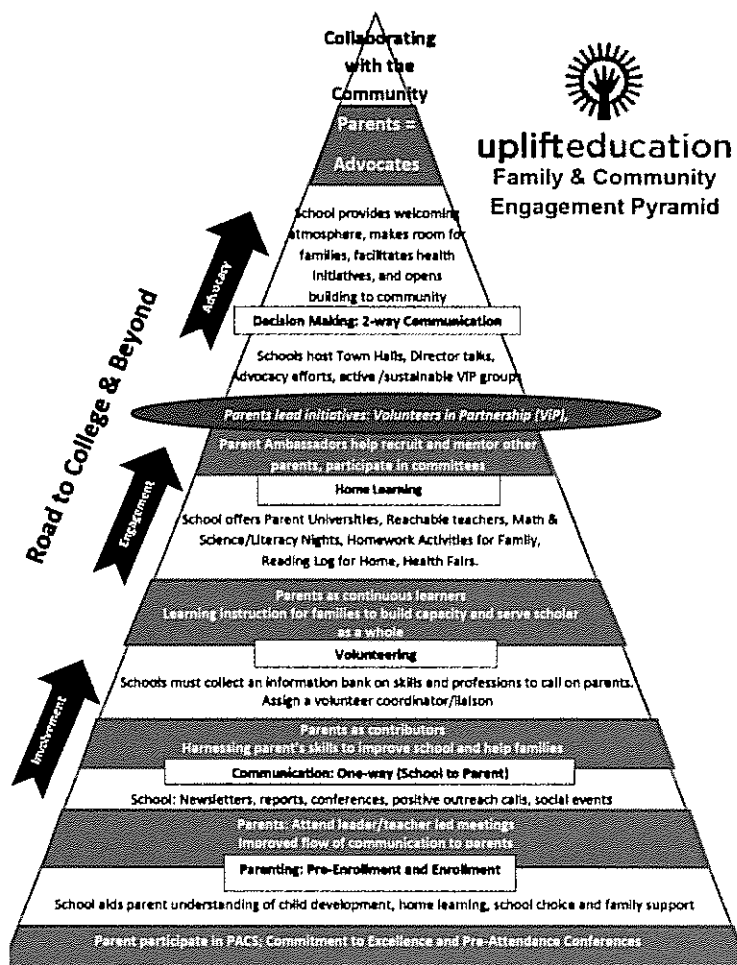
Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to support the Transformation Model proposed, District actions will include replacing ineffective teachers and leaders. In August 2015, 50% of the teachers will be new. They will be supported by Central Management Office Teaching and Learning curriculum and instructional coaching team, Teaching Excellence certification program, and differentiated professional development.



Critical to the program success is the family and community support for Uplift Mighty students and campus. Therefore, the **Family/Community Engagement and Collaboration Model** outlines family and community involvement levels for ensuring students receive necessary support for engaging and succeeding academically in and outside of school. **Parent University** will provide a sessions of training for parents (guardians) to include:

- Understanding student assessment results and reports
- Practical parenting skills with tools to support children academically, socially, and emotionally
- Remaining connected with the school via Volunteers in Partnership

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220816

Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Required Professional Development led by CMO Teaching and Learning, District, and Campus (SY 2015)

- Leadership Academy – June 12-13 (CMO)
- New/Promoted Leaders Onboarding – June 20, June 27 or July 11 (CMO/District)
- July Teacher Training (CMO, District, and Campus)
- Road to College Onboarding – July 14-18
- Convocation – July 21
- Uplift Mighty Campus PD – July 22-25
- IB curriculum training
- Robert Marzano Training
- Freyer Model
- ELPS
- Sheltered Instruction Observation Protocol

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Schedule #18—Equitable Access and Participation

County-district number or vendor ID: 220816 XXXXXX

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-district number or vendor ID: 220816 XXXXXX		Amendment number (for amendments only):		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-district number or vendor ID: 220816 XXXXXX		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-district number or vendor ID: 220816 XXXXXX

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-district number or vendor ID: 220816 XXXXXX		Amendment number (for amendments only):		
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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